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ABSTRACT

Ways in which the efforts of vocational education and the Comprehensive Employment and Training Act (CETA) can be coordinated are discussed in this fact sheet. Following an overview of CETA, seven titles from the CETA amendments of 1978 which provide opportunities for vocational education-CETA coordination are described: (1) Title I: Administrative Provisions; (2) Title II: Comprehensive Employment and Training Service; (3) Title III: Special Federal Responsibilities; (4) Title IV: Youth Programs; (5) Title V: National Commission for Employment Policy; (6) Title VI: Countercyclical Public Service Employment Program; and (7) Title VII: Private Sector Opportunities for the Economically Disadvantaged. A variety of ways in which both the vocational education community and CETA prime sponsors would benefit from cooperation are listed. Specific ideas are offered for fostering coordination and cooperation in the areas of planning, evaluation, program improvement, technical assistance, and counseling. Three references for further information from the Educational Resources Information Center (ERIC) system are provided. (DC)

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OVERVIEW: ERIC Fact Sheet No. 4.

by

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ERIC OVERVIEW

FACT SHEET No. 4

Clearinghouse on Adult, Career, and Vocational Education

VOC ED & CETA

This Fact Sheet gives a basic OVERVIEW of Vocational Education and CETA. It is designed to help increase your understanding of the Comprehensive Employment and Training Act (CETA) and to provide information that will help facilitate coordinated efforts between vocational education and CETA. In addition to this basic information, resources, principally from the Educational Resources Information Center (ERIC) system, have been listed. These resources provide more complete information that can help you develop linkages between vocational education and CETA.

WHAT IS CETA?

CETA (Comprehensive Employment and Training Act), originally passed in 1973 and amended in 1978, is designed to provide job-training and employment opportunities for economically disadvantaged, unemployed or underemployed, or in-school persons. The intent of the Act is to improve this population's self-sufficiency by establishing a flexible, coordinated, and decentralized system of federal, state, and local programs. CETA programs are administered by states and/or units of local government with a population in excess of 100,000. These units of local government, referred to as prime sponsors, may be cities, county administrative offices, or a consortium of local government units that choose to function as a single prime sponsor. Those units of local government that do not qualify by virtue of population or do not choose to be designated a prime sponsor fall under what is known as the balance-of-state. In such cases, the state administration functions as the prime sponsor for the balance-of-state.

WHAT ARE THE CETA TITLES?

The CETA amendments of 1978 consist of eight titles, the first seven of which provide opportunities for vocational education-CETA coordination. The first seven titles are as follow.

- *Title I: Administrative Provisions* This title describes the types of client services for which CETA funds may be spent and establishes compulsory advisory council memberships. In addition, Title I describes the planning process prime sponsors must follow. Each prime sponsor's comprehensive employment and training plan, which includes a long-term master plan and an annual plan, must contain a detailed description of (1) the methods and organizational arrangements that will be adopted to involve educational agencies, (2) the methods and criteria that will be used to select who will develop services from the inventory of potentially available deliverers, and (3) the arrangements with educational agencies serving youth to participate in the planning process.

- *Title II: Comprehensive Employment and Training Service* This title focuses on employment and training opportunities that extend beyond the control of local prime sponsors. The intent of the funding under Title II is for training economically disadvantaged persons and upgrading and retraining those who traditionally have been limited to low-paying, dead-end jobs. The four parts included under Title II are the following: Part A—Financial Assistance Provisions; Part B—Services for the Economically Disadvantaged; Part C—Upgrading and Retraining; and Part D—Transitional Employment Opportunities for the Economically Disadvantaged.

- *Title III: Special Federal Responsibilities* This title authorizes a variety of programs and services designed to develop the employability skills of persons with particularly severe disadvantages. Among the groups that are eligible under Title III are persons with limited English-speaking abilities, handicapped persons, offenders, women, single parents, displaced homemakers, youth, older workers, persons

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who lack education. l credentials, and those receiving public assistance. The programs under Title III generally are administered at the national level by agencies that can provide services to more than one state.

- *Title IV: Youth Programs* The purpose of this title is to provide a wide range of coordinated employment and training programs for eligible youth in order to provide effectively for comprehensive employment and training services to improve their future employability. There are three parts to Title IV: Part A—Youth Employment Demonstration Programs; Part B—Job Corps; and Part C—Summer Youth Programs.

- *Title V: National Commission for Employment Policy* This commission is the CETA counterpart of the National Advisory Council on Vocational Education. The Legislation requires that a member of the National Advisory Council on Vocational Education be a member of the Commission. One of the ten designated functions of the commission is to identify, after consultation with the National Advisory Council on Vocational Education, the employment and training and vocational education needs of the nation and assess the extent to which employment and training, vocational education, vocational rehabilitation, and other programs assisted under this and related acts represent a consistent, integrated, and coordinated approach to meeting such needs.

- *Title VI: Countercyclical Public Service Employment Program* Funds allocated under this title are intended to support persons who are temporarily out of work due to economic conditions. The title mandates that no less than 5 percent of the allocations under the title be devoted to training and employability counseling and services to persons so employed.

- *Title VII: Private Sector Opportunities for the Economically Disadvantaged* The purpose of this title is to demonstrate the effectiveness of a variety of approaches to involve the business community in employment and training activities. Each prime sponsor seeking funds under this title must establish a Private Industry Council (PIC) to include, among others, a representative of local education agencies and institutions; the Council must have a majority representation from business and industry. This PIC must show evidence that comments on planned activities by the prime sponsor planning council have been satisfactorily considered and that the prime sponsor and the PIC both agree to the plan submitted.

HOW COULD VOCATIONAL EDUCATION AND CETA BENEFIT FROM COOPERATION?

Closer coordination between vocational education and CETA serves to benefit both parties. Benefits to the vocational education community include—

- stipends for needy students who require the funds to continue their education;
- improved capabilities to provide needed supportive services, such as transportation and health services, which might otherwise not be provided;
- increased capacity to provide counseling and guidance services on a more intensified basis, as may be required by disadvantaged students;
- increased involvement of the private sector;
- enhanced capability to provide educational alternatives for those students not succeeding in regular programs;
- increased job-development capabilities of the school's cooperative programs;
- ability to offer services designed to reduce potential dropouts;
- increased outreach capabilities to promote return of out-of-school youth;
- increased contact with external community agencies in the delivery of concerted services to disadvantaged youth;
- increased relevancy of vocational education for the disadvantaged;
- improved placement service opportunities.

Reciprocally, prime sponsors stand to benefit from association with vocational education generally through efficiencies attained by building on the critical mass of the school organization. Such benefits include—

- allowance for prime sponsors to "buy into" regular programs without the necessity of start-up costs for a new program;
- access to school facilities, equipment, and educational resources;
- assurances of minimum standards of educational personnel provided by teacher certification;
- preparation for employment through vocational education, the concern of which is

consistent with the goal of removing long-term barriers to structural unemployment;

- job-skills orientation of vocational education that should result in improved employability of CETA enrollees;

- capability of vocational education to augment skills training with basic and remedial skills related to the occupational skills being taught—a capability that should enhance the long-term career development of CETA enrollees.

WHAT ARE SOME AREAS FOR POTENTIAL COORDINATION AND COOPERATION?

Competition, rather than cooperation, between vocational education and CETA can lead only to missed opportunities for all parties involved. There are several areas for potential coordination and cooperation, including planning, evaluation, program improvement, technical assistance, and counseling. What follows is a number of ideas that might be implemented in the process of coordinating activities in these areas.

Planning Both CETA and vocational education legislation call for coordination related to planning. Mutual representation is required on state-level councils that provide advice on the development of plans. In addition, the prime sponsor's planning council includes representatives of vocational education agencies. Coordination efforts in planning might include one or more of the following mutually beneficial activities.

- Vocational education agencies can notify prime sponsors in writing of available services to ensure that the agencies appear on the prime sponsor's inventory of available deliverers of services.

- Prime sponsors can provide labor market projections needed for planning vocational skills training programs.

- Vocational education can provide detailed information on the characteristics of in-school youth in need of CETA services.

- Joint needs assessments can be conducted.

- Goals, objectives, and service-delivery strategies can be jointly developed.

- Vocational education and prime sponsor plans can be jointly reviewed.

Evaluation Coordination in the area of evaluation could reduce the time and costs associated with data collection and increase the information available for evaluation purposes. An understanding of the respective reporting requirements could pave the way for such joint evaluation activities. Coordinated evaluation efforts could take the form of—

- joint site visits conducted by vocational education and prime sponsor staff;

- vocational education and prime sponsor staff developing a monitoring and evaluation process for the Summer Youth Employment Program;

- local advisory councils on vocational education and prime sponsor planning councils collaborating in actual evaluation efforts.

Program Improvement The Vocational Education Act authorizes program improvement funds to states for activities such as in-service education, curriculum development, overcoming sex stereotyping, research and development, and support of exemplary and innovative programs. Further, under Title I of CETA in the Governors' Coordination and Special Services Plan, there is a provision for support of model training and employment programs. Fifteen percent of the Title II vocational education set-asides may be used for curriculum development and staff development for prime sponsors. Research and development activities are a part of Title IIIB. Thus, coordinated program improvement activities might include the following.

- Training workshops jointly sponsored by the prime sponsor and vocational education

- CETA and vocational education counselors collaborating in the design of counseling programs for youth that are geared to eliminate sex-role stereotyping

- Fundings of prime sponsor and vocational education evaluations reviewed jointly for program improvement implications

- Information on exemplary and innovative programs shared through the exchange of documents or newsletters

Technical Assistance CETA legislation requires governors to make technical assistance available to prime sponsors in the development and implementation of programs. Fifteen percent of the vocational education set-asides may be used to provide technical assistance to vocational education institutions and local education agencies in establishing cooperative arrangements with prime sponsors. Also, vocational education legislation provides for the establishment of cooperative arrangements

between public education and employment and training agencies to correlate vocational skills training with labor market demand. Cooperation in providing technical assistance might include the following activities:

- Vocational education and prime sponsor staff can form a task force to assess problems and make recommendations.
- Prime sponsor staff can provide technical assistance related to CETA legislation, regulations, requirements, and operational procedures.
- A liaison or adaptive unit can be created within a state educational agency to provide information and assistance regarding coordination.
- A joint clearinghouse can be set up for sharing of professional publications and technical assistance materials on a regular basis between vocational education and prime sponsors.

Counseling Guidance and counseling activities are specifically mentioned in both the CETA and vocational education legislation. For example, expanded guidance and counseling services are the goal of demonstration projects under Title III of the CETA legislation. These services are to be offered through vocational resource centers established under the Vocational Education Act. In addition, vocational guidance and counseling efforts are to account for at least 20 percent of funds available to states under the Vocational Education Act for Program Improvement and Supportive Services. Activities that could increase the coordination of counseling services could include the following:

- Prime sponsor representatives can be located in local schools to provide expanded counseling services for disadvantaged youth.
- Regular school guidance counselors may participate in counseling for youth program participants.
- Guidance and counseling may be provided through mobile resource teams that reach students at their worksites.

In these areas and others, coordination and cooperation activities are quite possible. The result of such activities is efficiency and cost effectiveness in the management of programs for both parties, and an enhanced educational training experience for the student.

WHERE CAN YOU FIND FURTHER INFORMATION?

This Fact Sheet has provided a basic OVERVIEW of vocational education and CETA. If you want more comprehensive information to help you initiate cooperative efforts, the following resources will help you. These materials may be found in the Educational Resources Information Center (ERIC) collection by using the ED number indicated in the resource listing. Also, additional and related materials can always be found in ERIC under the following index terms (descriptors and identifiers). Asterisks indicate the terms most relevant to the subject.)

* Agency Coordination	Government Role
Training	
* Comprehensive Employment and Training Act	Government School Relationship
* Coordination	School Business Relationship
Disadvantaged	State Government
Educational Legislation	State Programs
Federal Aid	*Statewide Planning
Federal Programs	*Vocational Education

If you need further help in finding materials, contact the User Services Coordinator, ERIC Clearinghouse on Adult, Career, and Vocational Education, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Phone 614-486-3655 or 800-848-4815). Cable CTVOCEDOSU/Columbus, Ohio.

Materials published by the National Center for Research in Vocational Education may be purchased from National Center Publications (same address and telephone numbers as the Clearinghouse).

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